1-1-2014

2014 Accountability Report USF St. Petersburg

USF

UNIVERSITY OF SOUTH FLORIDA
ST. PETERSBURG

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

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Dashboard

Headcount Enrollments	Fall 2013	% Total	2012-2013 % Change	Degree Programs Offered		2012 Carnegie Classifications	
TOTAL	4,740	100%	**1%**	**TOTAL** *(as of Spring 2014)*	41	BASIC	Master's Colleges and Universities (medium)
White	3,335	70%	1%	Baccalaureate	28	UNDERGRADUATE PROGRAMS	Balanced arts & sciences, professions, some graduate
Hispanic	632	13%	8%	Master's & Specialist	13	UNDERGRADUATE PROGRAMS	Balanced arts & sciences, professions, some graduate
Black	343	7%	-3%	Research Doctorate	0	GRADUATE PROGRAMS	Post-baccalaureate with arts & sciences (education dominant)
Other	430	9%	-1%	Professional Doctorate	0	GRADUATE PROGRAMS	Post-baccalaureate with arts & sciences (education dominant)
Full-Time	2,790	59%	-5%	**Faculty**	**Full-Time** / **Part-Time**	SIZE & SETTING	Small four-year, primarily nonresidential
Part-Time	1,950	41%	10%	(Fall 2013)		SIZE & SETTING	Small four-year, primarily nonresidential
Undergraduate	3,950	83%	-2%	**TOTAL**	127 / 136	COMMUNITY ENGAGEMENT	Curricular Engagement and Outreach and Partnerships
Graduate	552	12%	21%	Tenure & Ten. Track	86 / 1	COMMUNITY ENGAGEMENT	Curricular Engagement and Outreach and Partnerships
Unclassified	238	5%	9%	Non-Tenured Faculty	41 / 135		

DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

Degrees Awarded

Bachelor's Degrees by Group

Graduation Rates by Student Type

Bachelor's Degrees Without Excess Hours
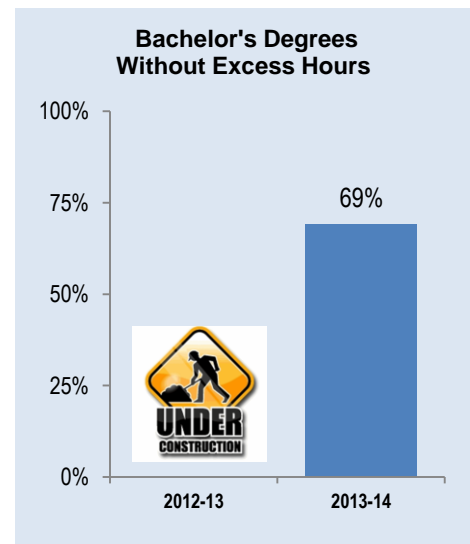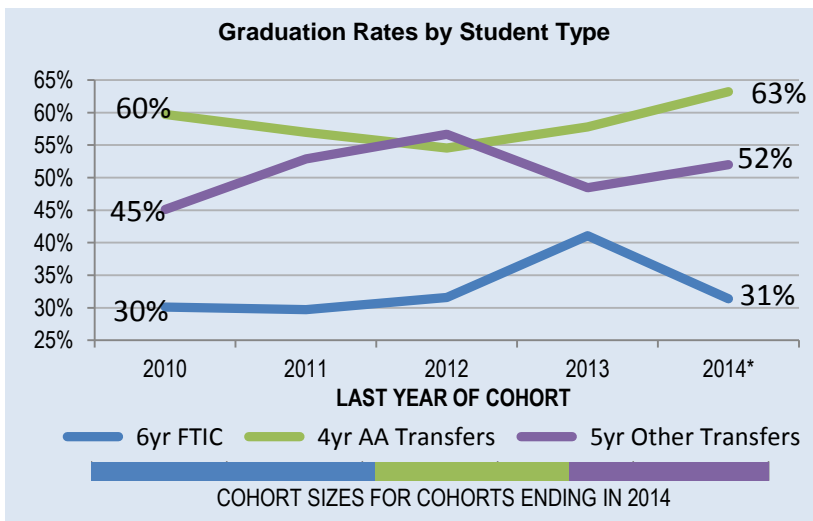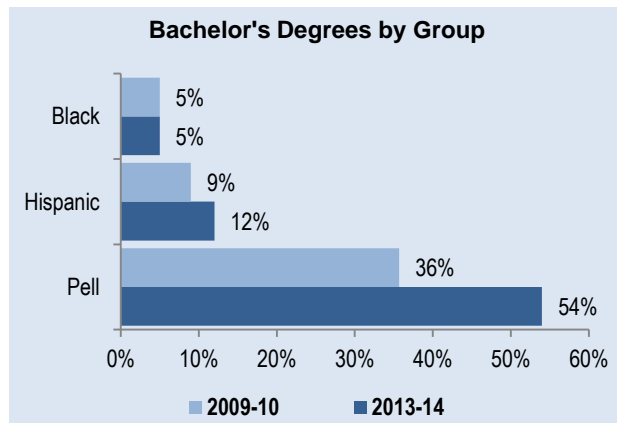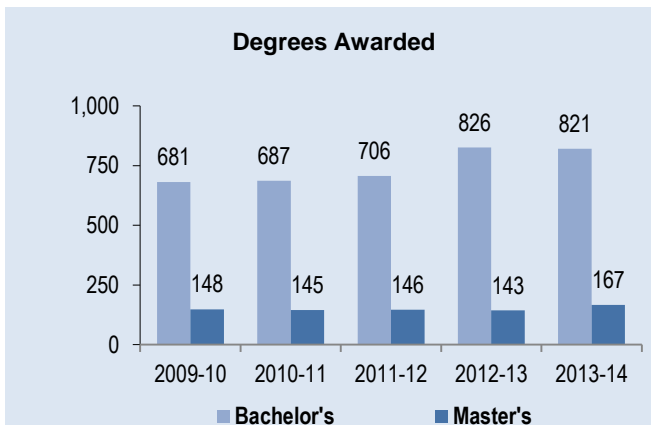
* Based on 2014 preliminary data

Dashboard

DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS

Bachelor's Degrees Awarded in Areas of Strategic Emphasis

- GAP ANALYSIS — 139 / 134
- EDUCATION — 85 / 94
- STEM — 69 / 32
- HEALTH — 11 / 0
- GLOBAL — 5 / 0

■ 2013-14 ■ 2009-10

Graduate Degrees Awarded in Areas of Strategic Emphasis

- EDUCATION — 53 / 58
- STEM — 3 / 2
- GAP ANALYSIS — 0 / 0
- GLOBAL — 0 / 0
- HEALTH — 0 / 0

■ 2013-14 ■ 2009-10
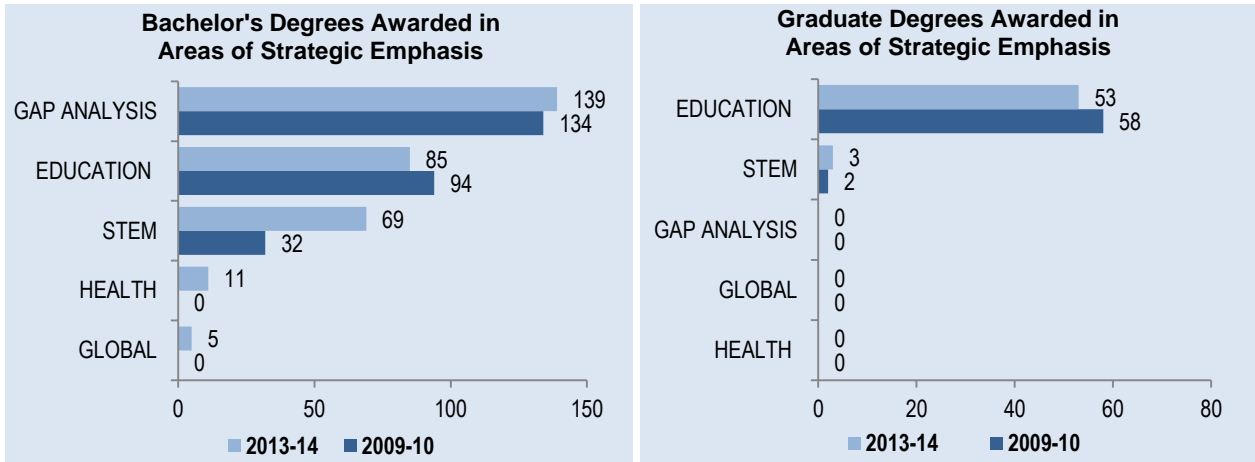
* Security/Emergency Services and Globalization disciplines are described in more detail on pages 11-12.

RESEARCH AND COMMERCIALIZATION ACTIVITY

Total R&D Expenditures ($ Millions)
with Percent Funded Externally

Year	Total	% External
2009-10	$4.4	61%
2010-11	$4.0	54%
2011-12	$5.5	59%
2012-13	$6.9	53%

■ EXTERNAL ■ INTERNAL (State & Univ.)

RESOURCES

Appropriated Funding Per Actual US FTE

	2009-10	2010-11	2011-12	2012-13	2013-14
(percent)	65%	64%	58%	49%	57%
TOTAL	$10,254	$10,033	$8,913	$7,663	$9,602
TUITION	$3,568	$3,654	$3,717	$3,872	$4,135
STATE	$6,687	$6,380	$5,196	$3,792	$5,467
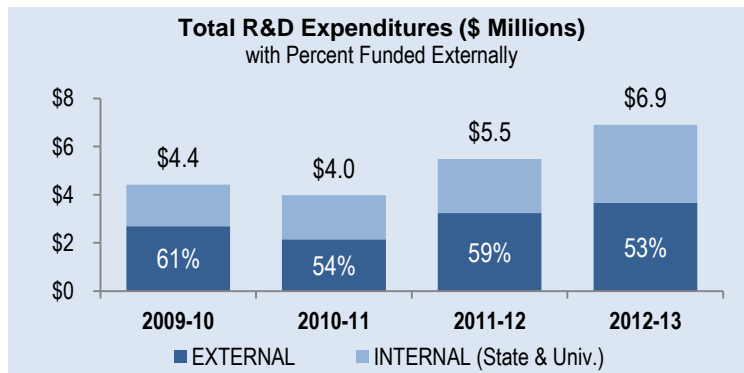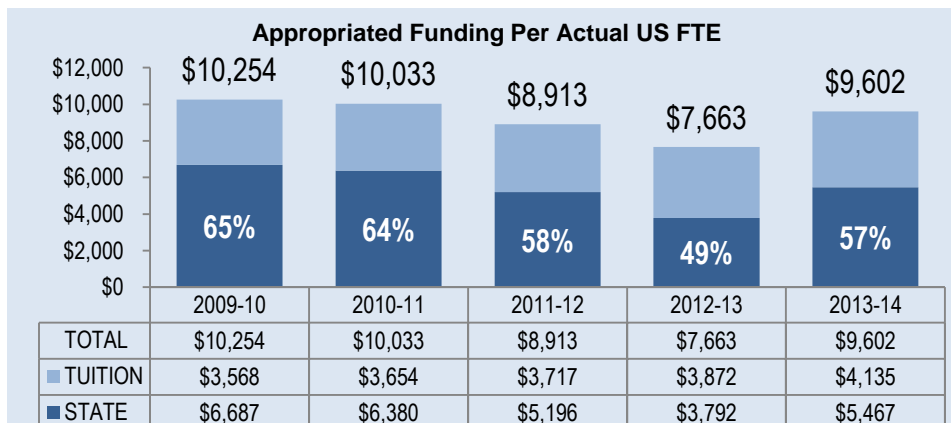
Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2010-11 and 2011-12 only). Student FTE are actual (not funded) and based on the national definition.

Dashboard

POST-GRADUATION METRICS

**Percent of Bachelor's Graduates Employed
Full-time in Florida or Continuing their Education
in the U.S. One Year After Graduation**

- 80%
- 60%
- 40% — **72%**
- 20%
- 0%

Data available only
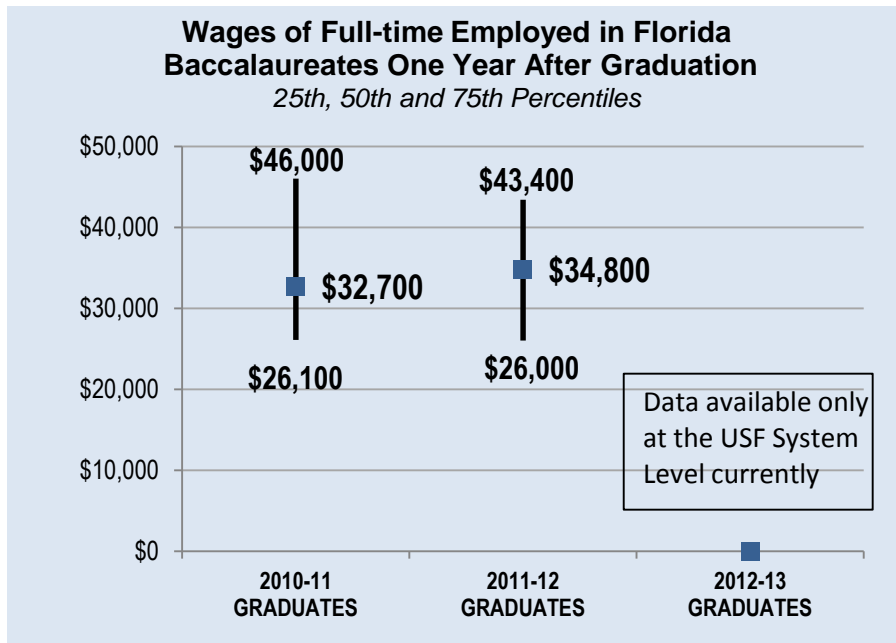at the
USF System Level

2011-12 GRADUATES   2012-13 GRADUATES

**Wages of Full-time Employed in Florida
Baccalaureates One Year After Graduation**
25th, 50th and 75th Percentiles

- $50,000
- $40,000
- $30,000
- $20,000
- $10,000
- $0

$46,000
$32,700
$26,100

$43,400
$34,800
$26,000

Data available only
at the USF System
Level currently

2010-11 GRADUATES   2011-12 GRADUATES   2012-13 GRADUATES

Key Achievements (2013 –2014)

Limit to one page. Please don't include achievements reported last year.

STUDENT AWARDS/ACHIEVEMENTS

1. Three undergraduates from the Department of Environmental Science, Policy and Geography were awarded prizes at the annual conference of the Florida Society of Geographers: S. Douglas (Honorable mention for Best Graduate Award), K. Lyons and E. Merton (Best Poster Award)
2. Two undergraduate Graphic Design students (S. Schneider and J. Foster) won 1st and 2nd place for their work from the Clearwater/Tampa Bay Chapter of the National Society of Arts and Letters.
3. College of Education graduate, M. Ogunrinde, was awarded a Fulbright U.S. Student Program English Teaching Assistantship grant to the Dominican Republic.

FACULTY AWARDS/ACHIEVEMENTS

1. Fulbright grants were awarded to three USFSP faculty: Dr. T. Hallock (to teach Literature at Xi'an International Studies University, China); Dr. H. Alegria (Fulbright Specialist in Environmental Science at Tallinn University of Technology, Estonia); and Dr. M. Ruminelli (Distinguished Fulbright-Schuman Chair at the E.U's Graduate College of Europe).
2. Dr. M. Durand, professor of psychology, was awarded the 2014 Princeton Lecture Series Fellowship in recognition of his contributions to the diagnosis and treatment of autism.
3. Dr. J. Sokolovsky, professor of anthropology, was awarded the 2013 Textor and Family Prize for Excellence in Anticipatory Anthropology from the American Anthropological Association.

PROGRAM AWARDS/ACHIEVEMENTS

1. *US News and World Report* ranked the USFSP's online MBA program in the top 100 for 2014.
2. *Financial Engineer* ranked USFSP's MBA ranked as best in the USF System and fifth best in Florida.

RESEARCH AWARDS/ACHIEVEMENTS

1. USFSP attracted almost $3.5 million in external funding.
2. USFSP received $1M SunSense grant from Duke Energy to install solar panels on the parking garage and to research solar energy generation and storage.
3. Dr. Vivian Fueyo of the College of Education received a grant "Validating the SunBay Middle School Digital Mathematics Program" worth $207,182 from SRI International. This is the first year of a total four-year $1.3 million award

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. USFSP received a $10 million gift to name the Kate Tiedemann College of Business – the largest gift in USFSP history.

Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

USFSP continues to strengthen the quality and the reputation of its academic programs. Our online MBA program was recognized among the top 100 online MBA programs in US News and World Report. Moreover, in a recent ranking in *Financial Engineer*, the USFSP MBA program was ranked highest among the USF System's MBA programs, and fifth in Florida among the MBA programs offered both at private and public universities.

The entrepreneurship program in the Kate Tiedemann College of Business continues to be among the most recognized programs in the Tampa Bay area and beyond. For the third year in a row, students enrolled in the program won the Collegiate Entrepreneurs' Organization's National Startup Simulation Competition, as well as the Southeastern Entrepreneurship Conference Pitch Competition and placed first and second in the Association for Small Business & Entrepreneurship Pitch Competition.

The USF St. Petersburg Mu Gamma Chapter of Beta Alpha Psi, the honor society for accounting and finance students, earned superior status by the Beta Alpha Psi International for the sixth year in a row. Superior status is awarded each year to chapters whose members attain specific goals, including attending a minimum number of professional events and engaging in volunteer work in the community.

USFSP students continue to attract external recognition for their work. Our graphic design students won 1st and 2nd place for their work from the Clearwater/Tampa Bay Chapter of the National Society of Arts and Letters, as well as 1st and an honorable mention at in the "Silk Road to the Future" art competition at Beijing Jiaotong University, China. Additionally, three undergraduate students in the Department of Environmental Science, Policy and Geography won prizes at the annual conference of the Florida Society of Geographers, and graduate student Monica Cook won the prize for the best oral graduate presentation in the Environmental Chemistry and Chemical Sciences section at the 78th annual conference of the Florida Academy of Sciences. Also, Journalism undergraduate Karlana June won the annual Association of Practical and Professional Ethics Undergraduate Research Award. Finally, Kendal Jackson received the 2013 Florida Anthropological Society Dorothy Moore Student Grant.

Our graduates also contribute to the growing reputation of USFSP, whether through their work as Fulbright U.S. Teaching Assistants (College of Education graduate, M. Ogunrinde) or through postgraduate research awards (K. Farney, BS in Biology, post-baccalaureate Fellowship with NIH, S. Grey, MLA in Florida Studies, full-tuition scholarship for PhD. in History at Vanderbilt University).

In order to further strengthen its programs, USFSF hired 8 new-tenure track faculty in 2013-2014, four of whom will teach and conduct research in STEM fields and/or areas identified by the Board of Governors as areas of strategic emphasis.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

In order to ensure student success, USFSP continues the implementation and refinement of its SACS-COC Quality Enhancement Plan. The plan calls for early intervention and remediation in gateway Mathematics and Statistics courses. Implementation started in the 2013-2014 academic year and the results clearly indicate that students are more successful in the initial mathematics courses. Success rates in College Algebra have improved from 52 percent in the 2012-2013 academic year to 67 percent in the 2013-2014 academic year, and from 67 percent to 75 percent in Finite Mathematics. Moreover, preliminary data suggests that student perform better in subsequent mathematics and statistics courses.

USFSP also introduced a pilot university success course for a cohort of 47 at-risk FTIC students admitted in the summer semester. Students were identified as at-risk based on their scores on standardized tests (SAT, ACT) and their high school GPA. The university success course was aimed at teaching time management and study skills. Preliminary data indicate that the course was successful. None of the students who enrolled in the university success course completed the semester with a GPA of below 2.0, whereas 12 percent of those who did not enroll in the university success course did. Also, 70 percent of the students in the university success course completed the summer with a GPA over 3.0, compared to 41 percent of the students who did not.

In a similar vein, our data show that first generation students from low-income families, who receive student services through our federally funded TRiO programs, perform extremely well. The retention rate for this cohort is 93 percent.

During the 2013-2014 school year, USFSP planned its first Living Learning Community in Biology, which started in the fall of 2014 with a total of 12 students. Living/Learning Communities bring together students with similar interests, assigns them accommodation in close proximity to each other, and ensures that they take courses together and share a number of other academic experiences. Research shows that Living/Learning Communities enhance student engagement and improve student retention and progression.

Because of the importance of the Division of Student Affairs for student retention, progression, and graduation, USFSF also completed a formal external review of this division. Student Affairs also developed a 5 year club and organization expansion plan with a goal of having one professional organization or honor society for every major on campus. Finally, USFSP implemented OrgSync to keep track of student organizations and campus events. The program uses gamification techniques, whereby students earn redeemable points for participation in student organizations and attendance at events, to encourage student participation. Again, research shows that student participation in extra-curricular activities has a positive effect on retention.

Finally, USFSP contracted with external consultants Scannell and Kurz to conduct a retention study. The Scannell and Kurz demonstrated that retention rates were significantly lower for students who had not been not accepted to USF in Tampa but were referred to USFSP instead. USFSP therefore changed its admission practices and now no longer automatically enrolls students, unless they meet the admissions requirements for students who directly apply to USFSP.

The various efforts to improve student success has led to a moderate improvement in freshmen-to-sophomore retention rates, which climbed from 59 percent for the 2012 cohort to 65 percent for the 2013 cohort. Unfortunately, because our retention was significantly lower in previous years, both our four- and six-year graduation rates still need additional improvement.

INCREASE THE NUMBER OF DEGREES AWARDED IN S.T.E.M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS

USFSP continues to increase the number of graduates in STEM and other programs of strategic importance. At the graduate level, the number of degrees in STEM and other programs of strategic importance is up to 56, and in 2013-2014 USFSP awarded 34 percent of its graduate degrees in STEM or other areas of strategic importance. USFSP has also seen a significant growth in the number of students graduating with an MBA. While many of the students in the MBA complete specializations that are in the general area of strategic emphasis, the way in which such students are coded as MBA students does not reflect this.

As pointed out earlier, 50 percent of USFSP's new tenure-track faculty hires are in STEM or other areas of strategic importance, and USFSP therefore expects to continue to increase graduates in these areas. USFSP has also completed a full proposal for a new Master's of Accountancy program.

USFSP is also supporting growth in its undergraduate programs in STEM and other programs of strategic emphasis. Biology is now by far the largest major, even though it was approved only a few years ago with 650 majors in biology and an additional 150 in health sciences. USFSP has also introduced a number of concentrations, tracks and minors, which are likely to prove attractive to many students, including tracks in policy, science and sustainability in the bachelor's program in Environmental Science and Policy, and tracks in health care administration, integrated health sciences, and, in collaboration with USF Tampa's College of Public Health, in public health. Finally, USFSP now offers a minor in biophysics.

USFSP also received support under the $8.5M TEAm Grant awarded by the Board of Governors the Florida Consortium of Metropolitan Research Universities (Florida International University, the University of Central Florida, and the University of South Florida System) to increase the number of graduates in computer and information technology and accountancy. The grant will allow USFSP to hire additional faculty members to support undergraduate education in these areas and hence to increase the number of students majoring in these critical workforce development areas.

Scholarship, Research and Innovation
STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

Scholarship, research and innovation continue to grow at USFSP, and indeed USFSP has added the goal of Faculty Excellence in Teaching and Research in its new Strategic Plan. Faculty continue to be extremely productive. For example, more than 60 percent of tenured or tenure-track faculty in English have published a book over the last three years, significantly outperforming English faculty at other SUS institutions in terms of the percentage of faculty with books. Also, 2 faculty members in the Department of Journalism and Media Studies published books.

Faculty reputation is continuing to grow. In 2013-2014, Fulbright grants were awarded to three USFSP faculty: Dr. T. Hallock (to teach Literature at Xi'an International Studies University, China); Dr. H. Alegria (Fulbright Specialist in Environmental Science at Tallinn University of Technology, Estonia); and Dr. M. Ruminelli (Distinguished Fulbright-Schuman Chair at the E.U's Graduate College of Europe). Dr. M. Durand, professor of psychology, was awarded the 2014 Princeton Lecture Series Fellowship in recognition of his contributions to the diagnosis and treatment of autism. Dr. J. Sokolovsky, professor of anthropology, received the 2013 Textor and Family Prize for Excellence in Anticipatory Anthropology from the American Anthropological Association. Dr. James McHale, professor of psychology, was one of six US experts invited to address the World Association for Infant Mental Health's 14th World Congress, Edinburg, Scotland.

Five of our female professors, Dr. AnnMarie Gunn and Dr. Cynthia Leung from the College of Education, and Dr. Julie Armstrong, Dr. Kathy Arthur, and Dr. Ella Schmidt from the College of Arts and Sciences, were recognized by Online Schools Florida as among the top 25 women professors in Florida for their outstanding work in research, teaching and mentoring, and/or community outreach. Only the University of Florida, which has a considerably larger number of faculty than USFSP, had more professors recognized (six).

In addition, Dr. Deni Elliott, Eleanor Poynter Jamison Chair in Media Ethics and Press Policy and chair of the Department of Journalism and Media Studies, was added to the Fulbright Specialist Roster, thus making her eligible for a Fulbright Specialist grant. Finally, D. J. Scott of the Kate Tiedemann College of Business received the SBA State of Florida Small Business Advocate of the Year Award.

Meanwhile, faculty continue to engage their students, including undergraduate students, in their research. In 2013-2014, Dr. Deby Cassil, Biology; Dr. Tiffany Chenneville, Psychology; Dr. Barnali Dixon, Dr Chris Meindl, and Dr. Donny Smoak, Environmental Science, Policy and Geography; Dr. Deni Elliott, Journalism and Media Studies; Dr. AnnMarie Gunn, College of Education; and Dr. Carl Pacini, Ms. Nicole Stowell and Dr. Martina Schmidt, Kate Tiedemann College of Business, either published peer-reviewed journals papers with their graduate or undergraduate students, or gave peer-reviewed research presentations at national and international conferences. Finally, some 139 undergraduate students presented their research at the USFSP Undergraduate Research Conference, together with 29 faculty sponsors.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

The library continues to play a significant role in supporting USFSP scholarship, research, and innovation, including through its Digital Archive. The Digital Archive now contains digital portfolios for more than 76 percent of tenured or tenure-track faculty, thus raising awareness of and access to faculty research. Other universities with similar digital archives typically manage to create digital portfolios for less than 20 percent of its tenured and tenure-track faculty.

Sponsored through funding from the SUS, faculty from USFSP's entrepreneurship and our journalism programs partnered with The Greenhouse of the City of St Petersburg, a unit dedicated to support and

grow local businesses, to establish the capability for "backpack" journalism. During the summer, almost all the necessary equipment was procured and three students from the entrepreneurship program were trained to use the equipment. The initiative also produced 3 pilot videos.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

USFSP continues to attract significant support for their activities from outside agencies. The College of Education has received close to $2.2M in new or repeat grants from the Florida Department of Education. USFSP also received a $1M SunSense grant from Duke Energy to install solar panels on the USFSP parking garage and to study solar energy generation and storage options. Other new grants include:

- Dr. Vivian Fueyo, College of Education, $207,182 from SRI International, for "Validating the SunBay Middle School Digital Mathematics Program" worth $207,182 from SRI International. This is the year 1 award of a $1.3M four-year grant.
- Dr. Jamie McHale, Department of Psychology, $131,000 from the SUS, for the USFSP Family Health Center.
- Dr. Donny Smoak, Department of Environmental Science, Policy and Geography, $50,000 from the Florida Fisheries and Wildlife Commission, for "Response of Ecosystem Function in Mangrove Forests to Sea-Level Rise and Climate Change"
- Dr. Thomas Whitmore, Department of Biological Sciences, $84,638 from the Florida Department of Environmental Protection, for "Paleolimnnological Models for Inferring Natural Background Linmnetic Chorophyll a Values in Florida Lakes".

Moreover, Dr Henry Alegria, Department of Environmental Science, Policy and Geography, was awarded a fellowship as a visiting researcher at Bursa Technology University in Bursa, Turkey, by TUBITAK (The Scientific and Technological Research Council of Turkey).

Community and Business Engagement
STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

USFSP continues to host a number of events and campus discussions to strengthen our commitment to the community. Indeed, two of the goals in our newly promulgated strategic plan speak directly to this theme. The first goal is to develop a distinctive identity in part by creating mutually beneficial community-university relationships. The fourth goal in our strategic plan is strategic partnerships.

To illustrate this commitment, USFSP hosted Larry Langebrake, director of SRI St. Petersburg, who discussed the future of downtown St. Petersburg's Marine District. In February, USFSP was also the host of the inaugural St Petersburg Conference on World Affairs. And USFSP continues to be the venue for the St Pete Science festival and the Tampa Bay Times Festival of Reading. In November 2013, USFSP also participated in World GIS (Geographical Information Systems) day.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

In line with the Carnegie Foundation classification of USFSP as a Community Engaged university, USFSP continues to provide services to local community not-profit organizations and local businesses. Examples include:

- USFSP Criminology student Timothy Saldibar was selected to become the first IT Services intern with the St. Pete Police Department and is working closely with senior crime analysts to produce analytical reports and resources that promote situational awareness among officers in the field
- Twenty-five USFSP Accounting students once again completed an internship with the IRS Volunteer Income Tax Assistance (VITA) program. Following training in tax law and tax preparation software, each student then completed a minimum of 75 hours of field work at various sites throughout Pinellas County preparing tax returns for low and moderate income taxpayers.
- USFSP Leadership students hosted young leaders from Fairmount Park Elementary School. The canoeing field trip, directed by Tampa Bay Times Outdoor Editor and USFSP Instructor Terry Tomalin, was an opportunity for the USFSP students to share ideas about leadership, college and the outdoors with 4th and 5th grade members of Fairmount's Leadership Club.
- Premed Pals, a volunteer program of the student Premed Club sends USFSP students to All Children's Hospital to work with young cystic fibrosis patients.
- As part of our marketing program, students enrolled in the marketing capstone program continue to work with small local businesses and non-profit organizations to improve their marketing strategies. Beneficiaries this year included the St Petersburg Saturday Morning Market, and Three Daughters Brewery.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

In order to increase community and workforce development with institutions outside Pinellas, USFSP has established a partnership with Pasco Hernando State College. Through this partnership USFSP provides programs leading to certification and degrees in Elementary and Special Education with endorsements in Reading and English Speakers of Other Languages (ESOL) and Educational Leadership at the New Port Richey campus of Pasco Hernando State College, as well as on some of its other campuses.   Students at these sites also have access our programs in business through offerings that may be online, hybrid, or on campus at PHSC. There are now 100 to 125 students enrolled in USFSP courses at PHSC.

The Kate Tiedemann College of Business continues to offer the USFSP Banking Institute to provide management training for the C1 Bank Management Associate Program in the bank's new headquarters in downtown St. Petersburg. The institute is financed through grants from C1 Bank, Work Force Pinellas and the Florida High Tech Corridor Council.

Data Tables (new tables are shown in RED text below)

Section 1 – Financial Resources
TABLE 1A. University Education and General Revenues

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Estimates
MAIN OPERATIONS					
Recurring State Funds	$22,330,354	$21,161,442	$21,974,862	$22,639,104	$22,934,103
Non-Recurring State Funds	$177,904	$241,627	-$5,111,531	$131,000	$1,350,000
Tuition	$13,673,156	$15,649,557	$17,204,867	$17,315,935	$17,804,435
Tuition Differential Fee	$1,046,262	$1,965,224	$3,438,880	$3,231,124	$3,500,000
Misc. Fees & Fines	$198,148	$214,107	$180,959	$199,574	$199,912
Phosphate Research TF	$0	$0	$0	$0	$0
Federal Stimulus Funds	$1,842,058	$0	$0	$0	$0
SUBTOTAL	**$39,267,882**	**$39,231,957**	**$37,688,037**	**$43,516,737**	**$45,788,450**

Recurring State Funds: State recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: for estimated 2013-14 this figure includes the non-recurring $300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2013-14 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. **Non-Recurring State Funds:** State non-recurring funds include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation - Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers document and all other non-recurring budget amendments allocated later in the fiscal year. **Tuition**: Actual resident & non-resident tuition revenues collected from students, net of fee waivers. - Source: Operating Budget, Report 625 – Schedule I-A. **Tuition Differential Fee**: Actual tuition differential revenues collected from undergraduate students - Source: Operating Budget, Report 625 – Schedule I-A. **Miscellaneous Fees & Fines**: Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees - Source: Operating Budget, Report 625 – Schedule I-A. **Phosphate Research Trust Fund**: State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2012-13); beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds- For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. Source: Final Amendment Package. **Federal Stimulus Funds**: Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.

Section 1 – Financial Resources *(continued)*
TABLE 1B. University Education and General Expenditures

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Actual*
MAIN OPERATIONS					
Instruction/Research	$20,220,884	$21,123,344	$21,200,464	$24,698,212	$26,960,714
Administration and Support	$3,313,581	$3,366,169	$2,653,731	$4,811,738	$3,807,349
PO&M	$4,239,436	$3,574,046	$3,690,915	$4,036,733	$4,431,979
Student Services	$1,418,035	$1,424,880	$1,510,047	$1,958,948	$2,108,819
Library/Audio Visual	$1,252,316	$1,427,612	$1,449,515	$1,422,051	$1,320,155
Other	$0	$0	$0	$0	$0
TOTAL	**$30,444,252**	**$30,916,051**	**$30,504,672**	**$36,927,682**	**$38,629,016**
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	$0	$0	$0	$0	$0
Administration and Support	$0	$0	$0	$0	$0
PO&M	$0	$0	$0	$0	$0
Library/Audio Visual	$0	$0	$0	$0	$0
Teaching Hospital & Clinics	$0	$0	$0	$0	$0
Student Services, and Other	$0	$0	$0	$0	$0
TOTAL	$0	$0	$0	$0	$0
TOTAL	**$30,444,252**	**$30,916,051**	**$30,504,672**	**$36,927,682**	**$38,629,016**

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Note*: FY 2012-2013 reflects a change in reporting expenditures from prior years due to the new carry-forward reporting requirement as reflected in the 2013-2014 SUS Operating Budget Reports. Since these expenditures will now include carry-forward expenditures, these data are no longer comparable to the current-year revenues reported in table 1A, or prior year expenditures in table 1B.

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectives; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **Administration & Support Services:** Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **PO&M:** Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification. **Student Services:** Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. **Other**: includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).

Section 1 – Financial Resources *(continued)*
TABLE 1C. State Funding per Full-Time Equivalent (FTE) Student

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Appropriated Funding per FTE					
General Revenue	$5,926	$5,570	$4,821	$3,546	$5,153
Lottery Funds	$238	$327	$375	$246	$314
Tuition & Fees	$3,568	$3,654	$3,717	$3,872	$4,135
Other Trust Funds	$523	$483	$0	$0	$0
TOTAL	$10,254	$10,033	$8,913	$7,663	$9,602
Actual Funding per FTE					
Tuition & Fees	$3,568	$3,908	$4,328	$4,682	$4,981
TOTAL	$10,255	$10,288	$9,525	$8,473	$10,447

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected. Sources: Appropriated totals from the annual Final Amendment Package data. Estimated year data from the Allocation Summary document. Actual Student Fees from the Operating Budget 625 reports. This does not include appropriations for special units (i.e., IFAS, Health Science Centers, and Medical Schools). Tuition and fee revenues include tuition and tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines). Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). This data is not adjusted for inflation.

TABLE 1D. University Other Budget Entities

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Auxiliary Enterprises					
Revenues	n/a	n/a	$8,207,956	$12,298,149	$11,699,937
Expenditures	n/a	n/a	$4,596,917	$8,347,332	$7,086,478
Contracts & Grants					
Revenues	n/a	n/a	$3,228,779	$3,730,136	$3,356,232
Expenditures	n/a	n/a	$3,614,154	$4,065,874	$3,869,834
Local Funds					
Revenues	n/a	n/a	$3,875,688	$4,117,824	$4,067,496
Expenditures	n/a	n/a	$1,832,342	$2,743,811	$3,675,343
Faculty Practice Plans					
Revenues					
Expenditures					

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. **Auxiliary Enterprises** are self supported through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. **Contract & Grants** resources are received from federal, state or private sources for the purposes of conducting research and public service activities. **Local Funds** are associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. **Faculty Practice Plan** revenues/receipts are funds generated from faculty practice plan activities. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. This may result in double counting in information presented within the annual report. Source: Operating Budget, Report 615.

Section 1 – Financial Resources *(continued)*
TABLE 1E. Voluntary Support of Higher Education

	2008-09	2009-10	2010-11	2011-12	2012-13
Endowment Value ($1000s)					
Gifts Received ($1000s)			Reported at the USF System Level		
Percentage of Alumni Donors					

Notes: **Endowment value** at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. **Gifts Received** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. **Percentage of Alumni Donors** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree.

TABLE 1F. Tuition Differential Fees (TDF)

	2011-12	2012-13	2013-14
TDF Revenues Generated	$1,965,224	$3,438,880	$3,231,124
Students Receiving TDF Funded Award	476	881	905
Total Value of TDF Funded Financial Aid Awards	$1,239	$1,231	$1,147

Florida Student Assistance Grant (FSAG) Eligible Students

Number of Eligible Students	660	1,166	1,124
Number Receiving a TDF Waiver	0	0	0
Total Value of TDF Waivers	$0	$0	$0

Note: **TDF Revenues Generated** refers to actual tuition differential revenues collected from undergraduate students as reported on the Operating Budget, Report 625 – Schedule I-A. **Students Receiving TDF Funded Award** reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. **Value of TDF Funded Award** refers to the average value of financial aid awards funded by the the Tuition Differential Fee funds.   Florida Student Assistance Grant (FSAG) Eligible Students**: Number of Eligible Students** refers to total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards. **Number Receiving a TDF Waiver** refers to annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver. **Value of TDF Waivers** refers to the average value of waivers provided to FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver.

Section 2 – Personnel

TABLE 2A. Personnel Headcount *(in Fall term only)*

	2009	2010	2011	2012	2013
Full-time Employees					
Tenured Faculty	50	53	56	58	58
Tenure-track Faculty	37	32	24	25	25
Non-Tenure Track Faculty	26	27	27	24	30
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	197	193	194	208	224
FULL-TIME SUBTOTAL	**310**	**305**	**300**	**315**	**337**
Part-time Employees					
Tenured Faculty	0	0	0	1	1
Tenure-track Faculty	1	0	0	2	0
Non-Tenure Track Faculty	8	100	120	116	138
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	20	26	33	28	31
Non-Instructional Employees	153	194	224	2	0
PART-TIME SUBTOTAL	**182**	**189**	**216**	**149**	**170**
TOTAL	**492**	**494**	**516**	**464**	**507**

Note: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. **Tenured and Tenure-Track Faculty** include those categorized within instruction, research, or public service. **Non-Tenure Track Faculty** includes adjunct faculty (on annual and less than annual contracts) and faculty on multi-year contracts categorized within instruction, research, or public service. **Instructors Without Faculty Status** includes postdoctoral research associates, and individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility categorized within instruction, research, or public service. **Non-Instructional Employees** includes all executive, administrative and managerial positions regardless of faculty status; as well as, other support and service positions regardless of faculty status. Note: The universities vary on how they classify adjuncts (some include them as non-tenure track faculty while others do not consider them faculty and report them as instructors without faculty status) and part-time non-instructional employees.

Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
TOTAL	**3,991**	**4,057**	**4,407**	**4,690**	**4,740**
UNDERGRADUATE					
FTIC (Regular Admit)	1213	1284	1466	1669	1624
FTIC (Profile Admit)	5	9	15	16	12
AA Transfers	1358	1333	1447	1460	1446
Other Transfers	782	808	865	869	867
Subtotal	**3358**	**3434**	**3793**	**4014**	**3949**
GRADUATE					
Master's	390	403	393	457	552
Research Doctoral	0	0	0	0	0
Professional Doctoral	0	0	0	0	0
Dentistry	0	0	0	0	0
Law	0	0	0	0	0
Medicine	0	0	0	0	0
Nursing Practice	0	0	0	0	0
Pharmacy	0	0	0	0	0
Physical Therapist	0	0	0	0	0
Veterinary Medicine	0	0	0	0	0
Other	0	0	0	0	0
Subtotal	**390**	**403**	**393**	**457**	**552**
UNCLASSIFIED					
	243	220	221	219	239

Note: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code.

Section 3 – Enrollment *(continued)*

TABLE 3B. Full-Time Equivalent (FTE) Enrollment [State Fundable only]

	2011-12		2012-13		2013-14	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	657	1,056	657	1,156	657	1,015
Upper-Division	1,486	1,694	1,486	1,760	1,486	1,711
Master's (GRAD I)	227	259	227	273	227	295
Doctoral (GRAD II)	0	0	0	0	0	0
Subtotal	**2,370**	**3,009**	**2,370**	**3,189**	**2,370**	**3,021**
NON-FLORIDA RESIDENTS						
Lower-Division	.	33	.	36	.	41
Upper-Division	.	39	.	39	.	42
Master's (GRAD I)	.	7	.	12	.	19
Doctoral (GRAD II)	.	0	.	0	.	0
Subtotal	**0**	**79**	**0**	**87**	**0**	**102**
TOTAL FTE						
Lower-Division	.	1,089	.	1,192	.	1,056
Upper-Division	.	1,733	.	1,800	.	1,753
Master's (GRAD I)	.	266	.	285	.	314
Doctoral (GRAD II)	.	0	.	0	.	0
Total	**2,370**	**3,088**	**2,370**	**3,278**	**2,370**	**3,123**
Total (US Definition)	**3,160**	**4,117**	**3,160**	**4,368**	**3,160**	**4,164**

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). **Funded** enrollment as reported in the General Appropriations Act and set by the legislature. **Actual** enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.

Section 3 – Enrollment *(continued)*

TABLE 3C. Full-Time Equivalent (FTE) Enrollment by Method of Instruction

	2010-11	2011-12	2012-13	2013-14
TRADITIONAL				
Lower-Division	748	859	941	884
Upper-Division	1,139	1,082	1,041	979
Master's (GRAD 1)	197	177	173	178
Doctoral (GRAD 2)	0	0	0	0
Total	**2,085**	**2,118**	**2,155**	**2,041**
HYBRID				
Lower-Division	0	3	7	2
Upper-Division	0	19	20	48
Master's (GRAD 1)	1	2	0	3
Doctoral (GRAD 2)	0	0	0	0
Total	**1**	**24**	**27**	**53**
DISTANCE LEARNING				
Lower-Division	199	226	244	170
Upper-Division	522	632	739	726
Master's (GRAD 1)	62	87	112	133
Doctoral (GRAD 2)				
Total	**783**	**945**	**1,095**	**1,029**
TOTAL				
Lower-Division	947	1,088	1,192	1,056
Upper-Division	1,661	1,733	1,800	1,753
Master's (GRAD 1)	260	266	285	314
Doctoral (GRAD 2)	0	0	0	0
Total	**2,868**	**3,087**	**3,277**	**3,123**

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.

Section 3 – Enrollment *(continued)*
TABLE 3D. Headcount Enrollment by Military Status and Student Level

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
MILITARY				
Unclassified	2	0	1	3
Undergraduate	99	117	136	126
Master's (GRAD 1)	8	10	16	15
Doctoral (GRAD 2)	0	0	0	0
Total	**109**	**127**	**153**	**144**
ELIGIBLE DEPENDENT				
Unclassified				1
Undergraduate	14	17	23	24
Master's (GRAD 1)	2	1	1	3
Doctoral (GRAD 2)	0	0	0	0
Total	**16**	**18**	**24**	**28**
NON-MILITARY				
Unclassified	218	221	218	234
Undergraduate	3,321	3,659	3,855	3,800
Master's (GRAD 1)	393	382	440	534
Doctoral (GRAD 2)	0	0	0	0
Total	**3,932**	**4,262**	**4,513**	**4,568**

Note: This table provides trend data on the number of students enrolled based on their military status. **Military** includes students who were classified as Active Duty, Veterans, National Guard, or Reservist.. **Eligible Dependents** includes students who were classified as eligible dependents (dependents who received veteran's benefits). **Non-Military** includes all other students.

TABLE 3E. University Access Rate: Undergraduate Enrollment with Pell Grant

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Pell Grant Recipients	999	1,156	1,418	1,567	1,577
Percent with Pell Grant	30%	34%	37%	39%	40%

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students who have received a federal Pell grant award during a given Fall term. The top row reports the number of students who received a Pell Grant award. The bottom row provides the percentage of eligible students that received a Pell Grant award. This metric was included in the Board of Governors Performance Based Funding Model in 2014 – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.

Section 4 – Undergraduate Education
TABLE 4A. Baccalaureate Degree Program Changes in AY 2013-14

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Terminated Programs					
Elementary Education	13.1202	Bachelors	3/6/2014	2014 Summer	
Special Education	13.1001	Bachelors	3/6/2014	2014 Summer	
Inactive Programs					
New Programs Considered By University But Not Approved					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2013 and May 4, 2014.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

Inactive Programs are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported.

New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates
Retained in the Second Fall Term at Same University

	2009-10	2010-11	2011-12	2012-13	2013-14 Preliminary
Cohort Size	490	470	576	681	547
% Retained	71%	69%	64%	60%	65%
% Retained *with GPA of 2.0 or higher*	66%	61%	59%	57%	62%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts. **Note**: The historical retention rates with GPAs of 2 or higher have been revised since the 2012-13 Accountability report to fix an error that impacted every institutions rates.

TABLE 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates

Term of Entry	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
Cohort Size	160	174	271	227	379
% Graduated	30%	30%	33%	43%	31%
% Still Enrolled	6%	7%	7%	4%	4%
% Success Rate	36%	37%	40%	47%	36%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Section 4 – Undergraduate Education *(continued)*
TABLE 4D. FTIC Graduation Rates *(includes Full- and Part-time students)*

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	288	246	395	496	479
Same University	15%	21%	16%	23%	21%
Other USF Institution	6%	9%	11%	11%	9%
Other SUS University	2%	2%	3%	2%	2%
Outside the SUS					
TOTAL	23%	31%	30%	36%	32%

6 – Year Rates	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
Cohort Size	176	192	288	246	395
Same University	30%	30%	32%	41%	31%
Other USF Institution	21%	14%	17%	20%	22%
Other SUS University	2%	7%	5%	2%	6%
Outside the SUS					
TOTAL	53%	51%	54%	63%	59%

Notes: (1) **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned <u>after</u> high school graduation. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) **Graduates** are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year. **Same University** provides data for students in the cohort who graduated from the same institution. **Other SUS University** provides data for students in the cohort who graduated from a different SUS institution. **Outside the SUS** provides data for students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System.

Section 4 – Undergraduate Education *(continued)*
TABLE 4E. AA Transfer Graduation Rates

2 – Year Rates	2007-09	2008-10	2009-11	2010-12	2011-13 Preliminary
Cohort Size	295	289	269	345	341
Same University	18%	22%	23%	22%	25%
Other SUS University	3%	1%	2%	1%	1%
State University System	22%	24%	25%	23%	27%

4 – Year Rates	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary
Cohort Size	278	272	295	289	269
Same University	60%	57%	55%	58%	63%
Other SUS University	8%	6%	9%	7%	7%
State University System	68%	63%	64%	65%	70%

Notes: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

TABLE 4F. Other Transfer Graduation Rates

5 – Year Rates	2004-09	2005-10	2006-11	2007-12	2008- 13 Preliminary
Cohort Size	215	278	284	229	277
Same University	45%	53%	57%	48%	52%
Other SUS University	8%	13%	5%	12%	9%
State University System	53%	65%	62%	60%	61%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Section 4 – Undergraduate Education *(continued)*
TABLE 4G. Baccalaureate Degrees Awarded

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	681	687	706	826	821
TOTAL (Second Majors)	18	18	30	20	25

Note: This table reports the number of degrees awarded by academic year. **First Majors** include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (i.e., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. **Second Majors** include all dual/second majors (i.e., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. **Note:** USF and BOG data have slight differences in the number of degrees awarded – the data presented above are from the State University Database System (SUDS).

TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)
[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	32	49	39	63	69
HEALTH	0	0	0	2	11
GLOBALIZATION	0	0	0	0	5
EDUCATION	94	61	56	104	85
GAP ANALYSIS	134	130	185	135	139
SUBTOTAL	**260**	**240**	**280**	**304**	309
PSE PERCENT OF TOTAL	**37%**	**34%**	**38%**	**36%**	37%

Notes: This is a count of baccalaureate majors for specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).

Section 4 – Undergraduate Education *(continued)*
TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2009-10	2010-11	2011-12	2012-13	2013-14
Non-Hispanic Black					
Number of Degrees	36	24	36	53	41
Percentage of Degrees	5%	4%	5%	7%	5%
Hispanic					
Number of Degrees	57	72	64	83	93
Percentage of Degrees	9%	11%	9%	10%	12%
Pell-Grant Recipients					
Number of Degrees	248	276	333	417	438
Percentage of Degrees	36%	40%	46%	51%	54%

Note: **Non-Hispanic Black** and **Hispanic** do not include students classified as Non-Resident Alien or students with a missing race code. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.

Pell-Grant recipients are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation - excluding those awarded to non-resident aliens, who are only eligible for Pell grants in special circumstances. Percentage of Degrees is based on the number of baccalaureate degrees awarded to Pell recipients, as shown above, divided by the total degrees awarded - excluding those awarded to non-resident aliens.

Notes on Trends: In 2007, the US Department of Education re-classified the taxonomy for self-reported race/ethnicity categories and allowed universities a two-year phase-in process before all institutions were required to report based on the new categories for the 2011-12 academic year. This reclassification will impact trends.

Section 4 – Undergraduate Education *(continued)*
TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2009-10	2010-11	2011-12	2012-13*	2013-14
FTIC			67%	68%	75%
AA Transfers	Data not parsed by USF System Institution		61%	72%	71%
Other Transfers			37%	58%	61%
TOTAL			**55%**	**67%**	**69%**

Notes: This table is based on statute 1009.286 (see link), and excludes certain types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are <u>not</u> used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree. Note*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation. Also, 2012-13 data marked a slight methodological change in how the data is calculated. Each CIP code's required number of 'catalog hours' was switched to the officially approved hours as reported within the Board of Governors' Academic Program Inventory – instead of the catalog hours reported by the university on the HTD files.

TABLE 4K. Undergraduate Course Offerings

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of Course Sections	340	342	366	389	378

Percentage of Undergraduate Course Sections by Class Size

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Fewer than 30 Students	52%	53%	51%	61%	61%
30 to 49 Students	39%	39%	41%	34%	29%
50 to 99 Students	9%	8%	8%	8%	9%
100 or More Students	0%	0%	0%	1%	1%

Notes: This data is based on Common Data Set (CDS) definitions. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes.

Section 4 – Undergraduate Education *(continued)*
TABLE 4L. Percentage of Undergraduate Credit Hours Taught by Instructor Type

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty	69%	71%	65%	63%	63%
Adjunct Faculty	31%	28%	35%	36%	36%
Graduate Students	0%	0%	0%	0%	0%
Other Instructors	0%	1%	0%	0%	1%

Note: The total number of undergraduate state fundable credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.

TABLE 4M. Student/Faculty Ratio

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Ratio	24.0	19.0	22.0	22.0	22.0

Note: This data is based on Common Data Set (CDS) definitions. This is the Fall ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). The ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Undergraduate or graduate student teaching assistants are not counted as faculty.

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2009	2010	2011	2012	2013
Examinees					
First-time Pass Rate			N/A		
National Benchmark					

Note: Pass rate for first-time examinees for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) are based on the performance of graduates of baccalaureate nursing programs. National benchmark data is based on Jan-Dec NCLEX-RN results for first-time examinees from students in US-educated baccalaureate degree programs as published by the National Council of State Boards of Nursing.

Section 4 – Undergraduate Education *(continued)*
TABLE 4O. Post-Graduation Metrics

Percent of Bachelor's Graduates Employed Full-time or Continuing their Education, One Year After Graduation

	2008-09	2009-10	2010-11	2011-12	2012-13
Percent Found Employed or Enrolled		Reported at USF System Level			
Percent Found					

Notes: **Percent Found Employed or Enrolled** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. The employed data now includes non-Florida data that is available from the Wage Record Interchange System 2 (known as "WRIS 2") and Federal employee and military data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not.
Percent Found refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.
For more information about the methodology see: http://www.flbog.edu/about/budget/performance_funding.php.
For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm.
For more information about FEDES see: http://www.ubalt.edu/jfi/fedes/.

Median Wages of Bachelor's Graduates Employed Full-time in Florida, One Year After Graduation

	2008-09	2009-10	2010-11	2011-12	2012-13
Median Wage		Reported at USF System Level			
Percent Found					

Notes: **Median Wage** data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. This wage data includes graduates who were both employed and enrolled. Wages rounded to nearest hundreds. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

Section 5 – Graduate Education
TABLE 5A. Graduate Degree Program Changes in AY 2013-14

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
N/A						
Terminated Programs						
N/A						
Inactive Programs						
N/A						
New Programs Considered By University But Not Approved						
N/A						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2013 and May 4, 2014.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.
Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.
Inactive Programs are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported.
New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 5 – Graduate Education *(continued)*
TABLE 5B. Graduate Degrees Awarded

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	**148**	**145**	**146**	**143**	**167**
TOTAL (Second majors)	**0**	**0**	**0**	**0**	**0**
Masters and Specialist (first majors)	148	145	146	143	167
Research Doctoral (first majors)	0	0	0	0	0
Professional Doctoral (first majors)	0	0	0	0	0
Dentistry	*0*	*0*	*0*	*0*	*0*
Law	*0*	*0*	*0*	*0*	*0*
Medicine	*0*	*0*	*0*	*0*	*0*
Nursing Practice	*0*	*0*	*0*	*0*	*0*
Pharmacy	*0*	*0*	*0*	*0*	*0*
Physical Therapist	*0*	*0*	*0*	*0*	*0*
Veterinary Medicine	*0*	*0*	*0*	*0*	*0*
Other	*0*	*0*	*0*	*0*	*0*

Note: This table reports the total number of graduate level degrees that were awarded by academic year as well as the number by level. The table provides a breakout for the Professional Doctoral degrees.

TABLE 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis
[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	2	10	6	8	3
HEALTH	0	0	0	0	0
GLOBALIZATION	0	0	0	0	0
EDUCATION	58	47	45	43	53
GAP ANALYSIS	n/a	n/a	n/a	n/a	n/a
SUBTOTAL	60	57	51	51	56
PSE PERCENT OF TOTAL	**41%**	**40%**	**35%**	**36%**	**34%**

Notes: This is a count of graduate degrees awarded within specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Note: The denominator used in the percentage includes second majors.

Section 5 – Graduate Education *(continued)*
TABLE 5D. Professional Licensure Exams for Graduate Programs

Medicine: *US Medical Licensing Exam - Step 1 (for 2nd year MD students)*

	2010	2011	2012	2013	2014 Preliminary
Examinees					
First-time Pass Rate			N/A		
National Benchmark					

Medicine: *US Medical Licensing Exam - Step 2 Clinical Knowledge (for 4th year MD students)*

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees					
First-time Pass Rate			N/A		
National Benchmark					

Medicine: *US Medical Licensing Exam - Step 2 Clinical Skills (for 4th year MD students)*

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees					
First-time Pass Rate			N/A		
National Benchmark					

Section 5 – Graduate Education *(continued)*
TABLE 5D. Professional Licensure/Certification Exams for Graduate Programs

Pharmacy: *North American Pharmacist Licensure Exam*

	2009	2010	2011	2012	2013
Examinees					
First-time Pass Rate			N/A		
National Benchmark					

Physical Therapy: *National Physical Therapy Examinations*

	2007-09	2008-10	2009-11	2010-12	2011-13
Examinees					
First-time Pass Rate			N/A		
National Benchmark					

Note: We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs. The Dental Board and Occupational Therapy exams are national standardized examinations not licensure examinations. Students who wish to practice in Florida must also take a licensure exam. Please note that 2007 was the first year the NDBE was administered after significant revisions to the test.

Section 6 – Research and Economic Development
TABLE 6A. Research and Development

	2008-09	2009-10	2010-11	2011-12	2012-13
R&D Expenditures					
Total (S&E and non-S&E) ($ 1,000s)		$4,419	$3,978	$5,488	$6,905
Federally Funded ($ 1,000s)		$2,570	$2,058	$2,799	$3,031
Percent Funded From External Sources		61%	54%	59%	53%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member ($)		$51,988	$49,725	$66,120	$83,193
Technology Transfer					
Invention Disclosures					
U.S. Patents Issued					
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty					
Licenses/ Options Executed		Reported at USF System Level			
Licensing Income Received ($)					
Number of Start-Up Companies					

Note: **R&D Expenditures** are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Percent Funded from External Sources is defined as funds from federal, private industry and other sources (non-state and non-institutional funds). Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS (FGCU includes both tenured/tenure-track and non-tenure/track faculty). The fall faculty year used will align with the beginning of the fiscal year, so that (e.g.) 2007 FY R&D expenditures are divided by fall 2006 faculty. **Technology Transfer** data are based on the Association of University Technology Managers Annual Licensing Survey. **Licensing Income Received** refers to license issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of $1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than $1,000, or trademark licensing royalties from university insignia. **Number of Start-up Companies** that were dependent upon the licensing of University technology for initiation.

Section 6 – Research and Economic Development *(continued)*
TABLE 6B. Centers of Excellence

Name of Center:		Cumulative (since inception to June 2014)	Fiscal Year 2013-14
Year Created:			

Research Effectiveness
Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.

	Cumulative	Fiscal Year
Number of Competitive Grants Applied For		
Value of Competitive Grants Applied For *($)*		
Number of Competitive Grants Received		
Value of Competitive Grants Received *($)*		
Total Research Expenditures *($)*	Not Applicable	
Number of Publications in Refereed Journals From Center Research		
Number of Invention Disclosures		
Number of Licenses/Options Executed		
Licensing Income Received *($)*		

Collaboration Effectiveness
Only reports on relationships that include financial or in-kind support.

Collaborations with Other Postsecondary Institutions		
Collaborations with Private Industry	Not Applicable	
Collaborations with K-12 Education Systems/Schools		
Undergraduate and Graduate Students Supported with Center Funds		

Economic Development Effectiveness

Number of Start-Up companies *with a physical presence, or employees, in Florida*		
Jobs Created By Start-Up Companies Associated with the Center	Not Applicable	
Specialized Industry Training and Education		
Private-sector Resources Used to Support the Center's Operations		

Narrative Comments on next page.